DOCUMENT RESUME

ED 430 216 CS 013 568

AUTHOR Swartz, S. L.; Shook, R. E.
TITLE Reading Recovery in California, 1991-96. Technical Report.
INSTITUTION Foundation for California Early Literacy Learning, Redland.
PUB DATE 1996-00-00
NOTE 38p.
AVAILABLE FROM Foundation for California Early Literacy Learning, 104 East State Street, Suite M, Redlands, CA 92373.
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Beginning Reading; *Early Intervention; Grade 1; Inservice Teacher Education; Primary Education; *Reading Difficulties; Reading Research; Teacher Attitudes; Tutorial Programs; *Tutoring
IDENTIFIERS *California; *Reading Recovery Projects

ABSTRACT

Providing one-to-one tutoring, five days per week, 30 minutes a day, by specially trained teachers, Reading Recovery is an early intervention program designed to assist children in first grade who are having difficulty learning to read and write. A program overview gives background information on different facets of the program. Illustrating the research results and the Reading Recovery lesson, it also discusses program implications. A section is devoted to comments from parents, teachers, and administrators who were a part of the program. (Contains 30 references; a list of 3 regional training sites for teacher leaders; and a list of 76 training sites for teachers.) (SC)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

CS

ED 430 216

# READING RECOVERY IN CALIFORNIA

1991-96

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

S. Swartz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CS 013 568

Swartz, S.L., & Shook, R.E. (1996). *Reading Recovery in California.* (Technical Report). Redlands, CA: Foundation for California Early Literacy Learning

# READING RECOVERY IN CALIFORNIA

1991-96

# Table of Contents


*Program Overview* 5

*Research Results* 11

*The Reading Recovery Lesson* 19

*Program Implementation* 23

*What California Program Participants Say* 29

*Regional Training Centers* 30

*Training Sites for Teachers* 31

*Affiliated Training Site* 34

*References* 35

*Being able to see children's faces when they realize they can read is the only explanation needed to understand our dedication to this task.*

*Kathy O'Brien*
*1951-1992*

**Project Director**
*Stanley L. Swartz*

**Education Project Office Assistant Director**
*Patricia A. Hays*

**Project Manager**
*Ginny Evans-Perry*

**Project Staff**
*Amie MacPherson*
*Lillian Wlasiuk*

**Trainers of Teacher Leaders**
*Patricia Kelly*
*Adria F. Klein*
*Judith Neal*
*Barbara Schubert*

**Clinical Trainers**
*Beverly Hoffman*
*Rebecca Shook*

This report is published by Reading Recovery in California at California State University, San Bernardino; California State University, Fresno; and Saint Mary's College, Moraga.
*Layout and Design:* Patricia A. Hays
*Photos:* Dan Moseley

BEST COPY AVAILABLE

# Program Overview

### *Introduction*

Reading Recovery is an early intervention program designed to assist children in first grade who are having difficulty learning to read and write. Children eligible for the program are identified by their classroom teachers as the lowest in their class in reading acquisition. Children who are not taking on reading and writing through regular instruction receive a supplementary, short-term, individually designed program of instruction that allows them to succeed before they enter a cycle of failure. Reading Recovery is designed to move children in a short time from the bottom of their class to the average, where they can profit from regular classroom instruction. The goal of Reading Recovery is accelerated learning. Children are expected to make faster than average progress so that they can catch up with other children in their class.

Reading Recovery provides one-to-one tutoring, five days per week, 30 minutes a day, by a specially trained teacher. The daily lessons during these 30 minute sessions consist of a variety of reading and writing experiences that are designed to help children develop their own effective strategies for literacy acquisition. Instruction continues until children can read at or above the class average and can continue to learn without later remedial help. Reading Recovery is supplemental to classroom instruction and lasts an average of 12-20 weeks, at the end of which children have developed a self-extending system that uses a variety of strategies to read increasingly difficult text and to independently write their own messages.

The professional development of teachers is an integral part of Reading Recovery. The training is an intense, yearlong graduate course for teachers consisting of weekly classes affiliated with a university-based Regional Training Center. As the teachers learn how to implement the program, they work simultaneously with children in their home schools. The professional level of the preparation has empowered these experienced teachers to make changes in their own teaching and to systemically impact the teaching in their schools.

### *Program History*

Reading Recovery was developed by Marie M. Clay who conducted observational research in the 1960s that enabled her to design techniques for detecting early reading and writing difficulties of children. In the 1970s, she developed Reading Recovery procedures with teachers and tested the program in New Zealand (Clay, 1979). The highly positive results of this pilot program led to the nationwide adoption of Reading Recovery in New Zealand in the early 1980s.

***In California alone, more than 400 school districts served approximately 18,500 children.***

The success of the program resulted in program initiatives over the next decade in Australia and Ohio (1984), Canada (1988), and California and Great Britain (1991). In 1994-95, Reading Recovery sites operated in six Canadian provinces, 49 U.S. States, and the District of Columbia. Approximately 100,000 North

American children were served by Reading Recovery educators during the 1995-96 school year. *In California alone, more than 400 school districts served approximately 18,500 children.*

Reading Recovery is approved by the National Diffusion Network (NDN) of the U.S. Department of Education as a developer/ demonstrator project. This NDN designation is a recognition of proven program effectiveness.

### *Reading Recovery in California*

In 1990-91, the California Department of Education held a series of meetings throughout the state to encourage networking of teachers, administrators, and university faculty interested in early intervention approaches. This interest was encouraged by Categorical Programs Office Director Hanna Walker, and staff Dennis Parker and Beth Breneman, who were interested in exploring early literacy programs for the at-risk population in California schools. At the same time, efforts to establish a statewide training site for Reading Recovery were underway at California State University, San Bernardino (CSUSB), under the direction of the late Kathy O'Brien, Coordinator of the Reading Program; Adria F. Klein, Chair of the Elementary/ Bilingual Education Department; and Stanley L. Swartz, Chair of the Department of Advanced Studies in Education. The CSUSB School of Education, in collaboration with Office of Extended Education and San Bernardino and Riverside County Offices of Education initiated teacher training during 1991-92 by employing Ohio Reading Recovery teacher leader, Rebecca Shook.

Reading Recovery has grown rapidly in California (Table 1). Beginning with four teacher classes in 1991, the project has grown to include 101 teacher leaders and 2485 teachers in 1995-96. Additional recognition of the importance of Reading Recovery to California came in 1995, when Superintendent of Public Instruction Delaine Eastin allocated funds to support teacher leader training.

### *West Coast Annual Reading Recovery and Descubriendo La Lectura Institute*

Among its many professional development activities, Reading Recovery in California is the primary sponsor of the West Coast Reading Recovery and Descubriendo La Lectura Institute. This annual Institute draws teachers, administrators, and Reading Recovery personnel from throughout California, almost every other state, and four foreign countries to an important

**Table 1.** ***Reading Recovery in California***

| | *Teacher Leaders* | *Teachers* | *Children Served* |
|---|---|---|---|
| 1991-92 | 4 | 75 | 566 |
| 1992-93 | 19 | 330 | 2,027 |
| 1993-94 | 39 | 873 | 5,235 |
| 1994-95 | 71 | 1,677 | 13,416 |
| 1995-96 | 101 | 2,485 | 18,486 |
| 1996-97 | 121 | 3,937 | 31,496* |

*Projected

training opportunity for literacy educators. Attendance exceeded 3000 in 1996. The Institute will be held in Sacramento in 1998 (February 26 through March 1 at the Sacramento Convention Center) and rotates between Northern and Southern conference sites each year thereafter.

### *Reading Recovery Council of North America*

California has participated in the development of the Reading Recovery Council of North America (RRCNA). The initiation of this professional organization is considered a milestone in the development of Reading Recovery. California has the largest membership in the organization and is represented by William D. Lynch of San Diego, and Connie Scott Williams of Long Beach, as members of the Executive Board. In order to disseminate research and program results, in 1994, the Council began publishing an international journal focusing on early literacy. The journal, *Literacy, Teaching and Learning: An International Journal of Early Literacy*, is edited by Adria F. Klein and Stanley L. Swartz.

A new book, *Research in Reading Recovery*, (Swartz & Klein, 1997) contains original Reading Recovery research from the journal. The book was published by Heinemann Publishing, Inc. The royalties from this book have been dedicated to the support of the Reading Recovery Council of North America.

### *Descubriendo La Lectura*

California State University, San Bernardino, began the implementation of a statewide dissemination plan for Reading Recovery in Spanish during 1993-94. Descubriendo La Lectura (DLL), an application of Reading Recovery in Spanish (Escamilla & Andrade, 1992), was constructed for Spanish-speaking students because eventual success in learning to read in English is directly related to successful learning opportunities in native-language literacy. This Center at CSUSB has played a leadership role in Descubriendo La Lectura/ Reading Recovery in Spanish and has made a significant impact on the development of the program and its accessibility. In 1995-96, 87 teachers and 16 teacher leaders served 1248 children in DLL (There are currently 17 DLL teacher leaders and 296 teachers serving approximately 2400 children.)

***Reading Recovery in Spanish was established statewide in 1994.***

### *Program for Children*

Reading Recovery gives children a chance to succeed before they enter a cycle of failure. Children are selected for the program based on authentic measures of assessment and teacher judgment. The lowest achieving children in first grade, without exception, are selected to receive the program. Their regular classroom instruction is then supplemented with daily, one-to-one lessons.

The lessons consist of a variety of reading and writing experiences designed to help children develop effective strategies for literacy acquisition. Instruction continues until the child can read at or above the class average and can continue to learn without later remedial help.

A high percentage of the children in California who have completed a Reading Recovery program have become independent readers. Data from California are consistent with numerous other studies which have shown that Reading Recovery helps a large majority of low-progress readers achieve continued reading success. Even children who do not discontinue from the program show significant growth in their reading and writing abilities.

### *Program for Educators*

The remarkable progress that children make in Reading Recovery demonstrates that reading failure is not a foregone conclusion for at-risk students. The key to success for such children is specialized teaching that will enable them to improve quickly—before they are labeled as failures—without disrupting their regular classroom curriculum.

In Reading Recovery, the teacher training begins with a yearlong curriculum that integrates theory and practice and is characterized by intensive interaction with colleagues. Following the training year, teachers continue to develop professionally through ongoing contact with their colleagues and instructors. Teachers-in-training teach children while being observed by their colleagues and get feedback on their practice. They reflect on their teaching in the light of literacy theory and peer critique over an extended period of time. Reading Recovery teachers-in-training become literacy experts with highly developed observational skills and a repertoire of intervention strategies that can be tailored to meet the individual needs of students.

### *Reading Recovery as a System Intervention*

As the scope of the instructional program suggests, Reading Recovery is not a teaching methodology that can be packaged and delivered through a set of materials, a workshop, or a series of courses. Reading Recovery is even more than a program for children and educators. It is a program for school systems that want to impact the educational opportunities for at-risk students. The collaboration of the school and the university promotes change within the system to impact instruction for all children.

The program is adopted by an entire school district or consortia of school districts that have made a long-term commitment to early literacy intervention. These Reading Recovery sites send an experienced classroom teacher to one of three California Regional Training Centers. Following the training year, these specially prepared teacher leaders return to their home districts and work full-time teaching children, training teachers in Reading Recovery, and performing other duties related to the operation of a site.

> ***Children . . . continue to learn without later remedial help.***

The benefits of incorporating Reading Recovery extend well beyond the success of individual students who complete the program. The results achieved by the teachers and children involved in Reading Recovery demonstrate for the entire district the impact powerful teaching can have on low-progress children. Through interaction with Reading Recovery teachers, classroom teachers often begin to construct new theories about how children learn—theories that tend to carry over into classroom instruction.

Districts that have adopted Reading Recovery have the additional benefit of lower costs for special services. Reading Recovery has been



BEST COPY AVAILABLE

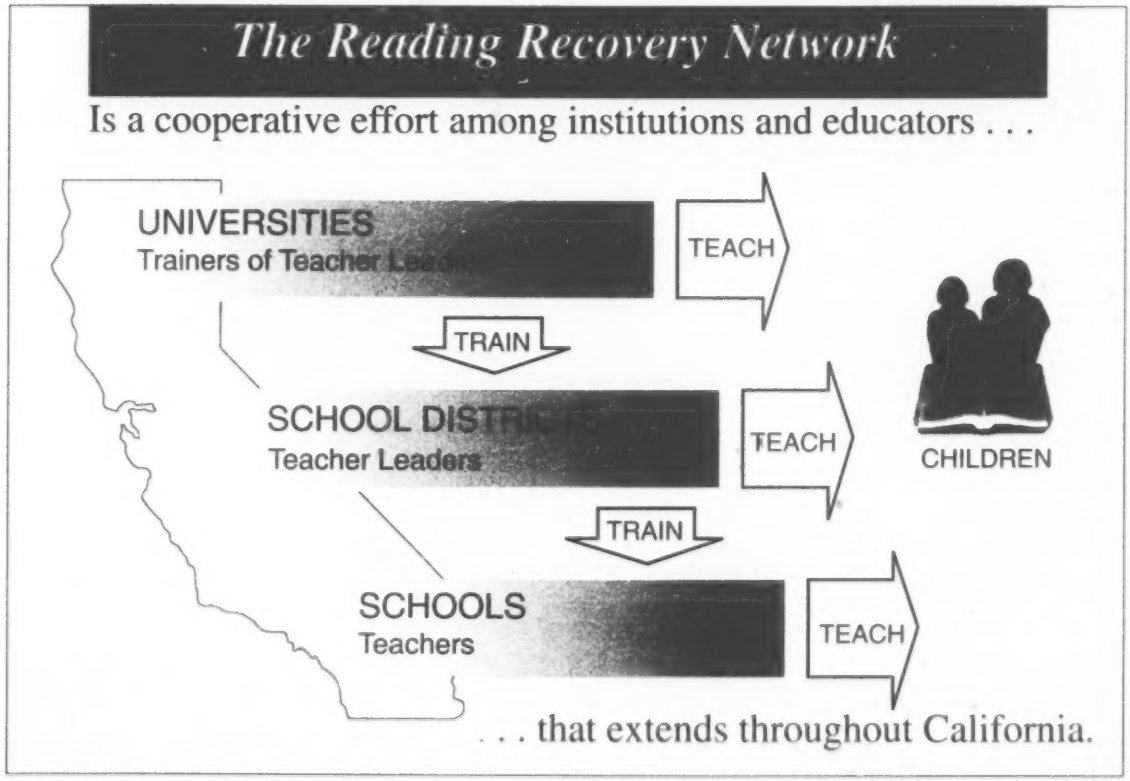
shown to reduce the rate of retention, special education placements, and remediation beyond first grade. And no time is lost delivering the services that will effect these changes. Teachers undergo training outside of regular school hours and they actually begin working with students as soon as the training begins.

### *Reading Recovery as a Network of Educators and Institutions*

Institutions and educators that have adopted Reading Recovery become part of an extensive network to support early literacy. In 1995-96, the Reading Recovery in California network included 426 school districts. The staffs of these institutions include more than 4073 educators, including 3937 Reading Recovery teachers, 121 teacher leaders, and 15 university faculty, including six trainers. These individuals and institutions work together to preserve the integrity of Reading Recovery and improve its effectiveness as an early intervention program in California.

### *California Developments*

The implementation of Reading Recovery in California has presented some unique problems and opportunities. Reading Recovery personnel from throughout the state are actively involved in finding solutions to the early literacy and learning challenges that affect the future success of children.






BEST COPY AVAILABLE

• Training models have been implemented to accommodate the various schedules used by year-round schools.

• Continued discussions are in progress regarding the number of available instructional days and the impact on program results. Some California schools have reported as low as 145 student days.

• New research questions and data sets were developed for use in California. This activity focused on a variety of unique California needs, including the high number of English language learners.

• The University Center for Developmental Disabilities at California State University, San Bernardino (CSUSB), has funded a research project to examine the use of Reading Recovery with children with autism. This study was initiated in Fall, 1996, and includes the involvement of teacher leaders in the 1996-97 CSUSB class. Dr. Swartz is the principal investigator.

• Reading Recovery in California personnel have developed numerous little books that better reflect the diverse cultures of California and carry a variety of more traditional American themes. These books are also translated into Spanish to support the Descubriendo La Lectura training.

• As part of its commitment to the Western region of the United States, Reading Recovery in California continues its support of the development of a training site in Texas. This assistance has helped disseminate the project in rural areas and schools that are difficult to access.

• California continues to play a leadership role in the dissemination of Descubriendo La Lectura / Reading Recovery in Spanish.

• Continued progress has been made for the implementation of Reading Recovery in Mexico. CSUSB, in collaboration with the Universidad Autónoma de Baja California and Universidad Nacional Autónoma de Mexico, initiated both the training of three DLL teacher leaders and the development of training sites in Mexico. A major Mexican national conference on early literacy is scheduled for 1997, co-sponsored by Reading Recovery in California.

• Reading Recovery in California is supporting statewide implementation of California Early Literacy Learning (CELL), an early literacy project that is designed to provide access to good first teaching for all children. The project is a collaboration of school district and university faculty with a major focus on providing long-term professional development to effect systemic change in how we provide children's first school experiences. California Early Literacy Learning is designed to use the powerful strategies of Reading Recovery and other research-based teaching methodologies with all children in the primary grades. Rebecca Shook is the CELL Trainer and statewide Coordinator. More than 30 school districts are participating in 1996-97.

• Advanced Teacher Training Institutes are scheduled in Northern and Southern California. The 1997 Institutes will be in San Francisco, June 22-25, and in San Diego, June 29-July 2).

• William D. Lynch and Drs. Adria F. Klein and Stanley L. Swartz represented Reading Recovery on the California Reading Task Force. Swartz was the final editor of the task force report, *Every Child a Reader* (1995). Klein was the major researcher for the subsequent California Department of Education program advisory, *Teaching Reading* (1996).

# Research Results

The success of Reading Recovery has been carefully documented since its inception. Pilot studies in New Zealand and the United States demonstrated that the program provides children in the lowest 20 percent of their class with the strategies necessary to read at or above grade level in an average of 12-20 weeks. Follow-up studies in both countries further showed that Reading Recovery children continue to read at an average level or better after receiving the intervention, reducing the need for long-term remediation.

***How do students who complete the Reading Recovery program compare to their peers at the end of first grade?***

In a California study (Swartz, Shook, & Hoffman, 1993), of the 1334 children who received full programs, 1037 were discontinued as successful readers. All children who completed the program were shown to have made accelerated progress. Eighty-nine percent were at or above average levels in writing vocabulary, 95 percent on dictation, and 89 percent in reading, indicating that this group of children made quick gains and caught up with their peers. The total performance on each exceeded the average band of a group of randomly selected children not in the program. This comparison provides a very rigorous test for Reading Recovery children because the average band was drawn from the middle and upper level achievement groups.

Table 2 displays beginning and end-of-year scores (1995-96) for the children in the Reading Recovery and Descubriendo La Lectura (DLL)/ Reading Recovery in Spanish programs. Of the children who received full programs, 5377 (76 percent) were discontinued as successful readers (Swartz, et al., 1996). Growth rates are shown for Reading Recovery and Descubriendo

**Table 2.** ***Summary of Diagnostic Scores for Children Completing the Reading Recovery and Descubriendo La Lectura Programs***

| Measure | Term of Testing | Reading Recovery | | Descubriendo La Lectura | |
|---|---|---|---|---|---|
| | | *n* | *mean* | *n* | *mean* |
| Writing Vocabulary (Max = 10 min. timed) | Fall | 3870 | 3.46 | 601 | 2.40 |
| | Spring | 4639 | 49.08 | 728 | 43.13 |
| Dictation (Max = 37) | Fall | 3869 | 4.54 | 602 | 3.55 |
| | Spring | 4641 | 34.77 | 728 | 37.38 |
| Text Reading Level | Fall | 3670 | 0.49 | 600 | 0.31 |
| | Spring | 4644 | 14.38 | 733 | 14.79 |

La Lectura children on measures of writing vocabulary, dictation, and text reading. All children who completed the program showed gains, and scores from both Reading Recovery and DLL were found to be comparable.

A goal of Reading Recovery is to help children build self-extending systems that allow them to continue to learn without extra help. Children who enter the program early in the first grade year are likely to be released midyear and are expected to continue to make progress through participation in regular classroom instruction alone. The extent to which this goal is reached is indicated by assessing the progress made from midyear to end-of-year by the group of children who are discontinued during the year. Discontinued children (Table 3) entered the program with an average text reading level score of .50, exited the program with a 11.44 score, and ended the year with an average reading level of 16.27. Descubriendo La Lectura children entered the program with an average text reading level score of .34, exited the program with a 11.99 score, and ended the year with an average reading level of 18.38. To put this into perspective, they entered as nonreaders, discontinued at a level considered to be the end of first grade, and at the end of first grade reached a level equivalent to second grade. This continued growth was achieved with no additional tutoring or special assistance.

A review of the data after the first five years (1991-1996) of California implementation indicated that more than 76 percent of the children served by Reading Recovery were successfully discontinued from the program. Even though each year a large number of the participating teachers were still in training, these data are a clear demonstration of the continued potential the program has to help California's at-risk students become successful readers in their first year of school.

Reading Recovery students, all of whom begin first grade at the bottom of their class, make considerable progress as a result of the program, especially when combined with effective classroom instruction. Even students who enter the program and are not discontinued due to lack of time in the program make considerable progress in learning to read and write.

The first end-of-year study on Reading Recovery in the United States (Pinnell, DeFord, & Lyons,

**Table 3.** ***Progress of Reading Recovery and Descubriendo La Lectura Children Discontinued Prior to April 1***

| | Reading Recovery | | | Descubriendo La Lectura | | |
|---|---|---|---|---|---|---|
| | Fall | Exit | Spring | Fall | Exit | Spring |
| | *n* = 1865 | *n* =1934 | *n* = 1803 | *n* = 251 | *n* = 269 | *n* = 241 |
| Writing Vocabulary | 3.66 | 44.35 | 51.33 | 2.34 | 39.85 | 45.86 |
| Dictation | 5.07 | 34.45 | 35.07 | 3.62 | 37.25 | 37.77 |
| Text Reading | 0.50 | 11.44 | 16.27 | 0.34 | 11.99 | 18.38 |

1988) indicated that 73.5 percent of the 136 randomly assigned Reading Recovery students were discontinued from the program. Over 90 percent of the discontinued students were performing at or above average on four measures of reading ability at the end of first grade, and more than 70 percent were performing at or above average on three other measures of assessment. At the end of the year, the gain score of the Reading Recovery students on a nationally normed standardized test, *California Test of Basic Skills* (CTBS), was 8.6 compared to a score of 2.4 earned by a similar group of randomly assigned first graders who had received another form of compensatory education.

***Students maintained progress in second, third, and fourth grades.***

Researchers at Texas Woman's University found that the 1789 Reading Recovery students who successfully completed the program performed at an average or better level on three measures of reading and writing ability at the end of their first grade year (Askew, Frasier, & Griffin, 1993). Individual Reading Recovery sites documented similar results in their annual reports. The Halifax, Canada (Talwar & Hill, 1993) site reported that in the spring of 1990 their discontinued Reading Recovery students read an average text level of 15, compared with an average first grade band of 11-19. At the end of the school year in 1991, the discontinued Reading Recovery first graders were reading an average text level of 16, compared to an average band of 11-21, and in 1992, discontinued Reading Recovery students read at an average level of 16, compared to an average band of 15-22.

In 1995-96 (National Diffusion Network, 1996), 83 percent (59,266) of all the children in the United States who had received a complete Reading Recovery program were discontinued. When compared to a random sample of classmates at the end of the year, 86 percent of these students scored at or above the average band range on writing vocabulary, 95 percent on dictation, and 84 percent on text reading.

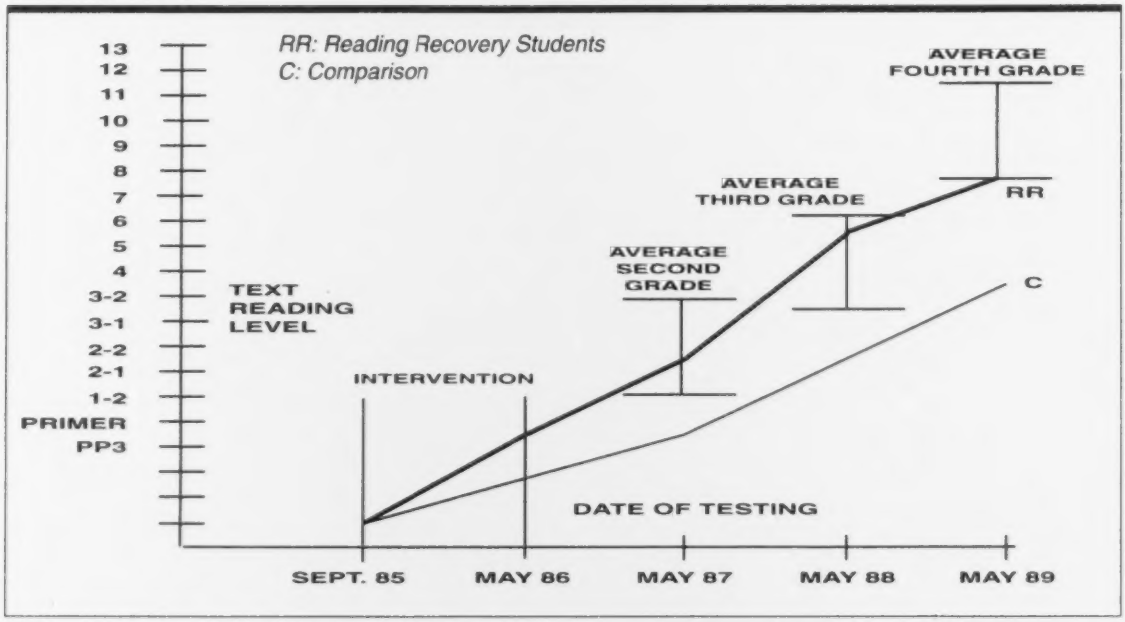
As Reading Recovery has grown, the academic community has shown interest in various effects of the program. Researchers have compared Reading Recovery with other intervention programs, evaluated its cost-effectiveness, and studied its long-term effects on children. Others have explored such areas as the success of the teacher training component and the impact of the program on learning disabled students. This research, combined with the data collected each year on children who receive the program, provides answers to some of the most commonly asked questions about Reading Recovery. No other early intervention program has provided comparable data or significant, extensive studies of the actual application in districts over time.

### *Are the gains made in Reading Recovery sustained over time?*

Research indicates that Reading Recovery students not only become average or better readers in first grade, they develop a *self-extending* learning system, which enables them to continue learning in the regular class setting without further intervention.

A study of Ohio school children (Table 4) showed that students served in Reading Recovery maintained progress in second, third, and fourth grades (Pinnell, 1989). Fourth grade Reading

**Table 4.** ***Follow-Up Study: Gains Made by Students After Completing Reading Recovery*** (Pinnell, 1989)




Recovery students demonstrated that they could accurately read text at the sixth-grade level or above.

Additionally, these children proved to be excellent spellers, producing spellings on a fifth grade level spelling test closer to conventional than their randomly selected peers.

In the Long Beach Unified School District, beginning third grade achievement scores on the Individual Test of Academic Skills were compared for Reading Recovery children who successfully completed the program and the grade cohort. On average, Reading Recovery children scored in the average stanine on overall language and text reading. The data set for this large, urban district included children from black (58 percent), Hispanic (19 percent), white (13 percent), Pacific Islander (5 percent), Asian (5 percent), and American Indian (1 percent) ethnic backgrounds (Giese, 1995).

Smith-Burke, Jaggar, and Ashdown (1993) tested 174 second grade children who had successfully completed Reading Recovery as first graders in 1990-91. Their performance on several measures was compared to that of a grade level, random sample of 177 children. The following results highlight the strong residual effects of the program:

- Eighty-nine percent of the Reading Recovery children scored within or above the average band on text reading compared to 80 percent of the random sample, and 23 percent of the Reading Recovery children scored above the average band.
- Ninety-six percent of the Reading Recovery children scored at grade two or above, compared to 89 percent of the random sample.
- At the end of second grade, the average Reading Recovery child was able to read passages roughly equivalent to fifth grade basal



BEST COPY AVAILABLE

reading material with at least 90 percent accuracy.

Allen, Dorn, and Paynter (1995) followed Arkansas children who completed the Reading Recovery program and found text reading levels in the average band in first, second, and third grades. Scores of 25 for grade two and 30 for grade three were in the high average range (Table 5).

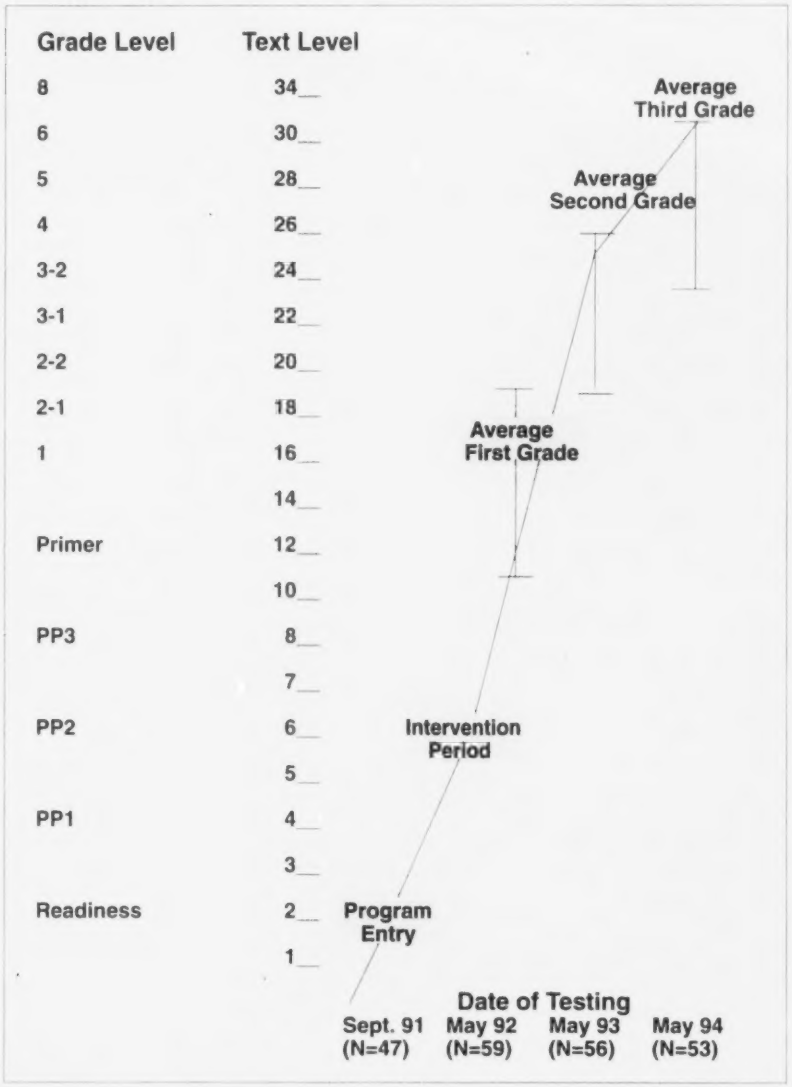
### *How does Reading Recovery compare to other early intervention programs?*

Large scale and local investigations demonstrate that Reading Recovery is a particularly effective method to improve the reading acquisition of at-risk children.

A study by Pinnell, Lyons, DeFord, Bryk, and Seltzer (1994) compared Reading Recovery with four other types of early intervention: (1) an individual tutorial program similar to Reading Recovery, but taught by a teacher with an abbreviated training program; (2) Direct Instructional Skills Plan (Cooter & Reutzel, 1987), an individual tutorial taught without Reading Recovery by experienced reading teachers; (3) a small-group intervention taught by trained Reading Recovery teachers; and (4) a control group, which received a standard federally funded remediation program.

The final report concluded that Reading Recovery children performed significantly better than children from an equivalent control group

**Table 5.** ***Arkansas Follow-up Study*** (Allen, Dorn, & Paynter, 1995)




BEST COPY AVAILABLE

and the three other intervention programs. Reading Recovery was the only group that scored better on all tests, showing long-term improvements in reading. At the end of 70 days of instruction, Reading Recovery children were reading five levels ahead of children who received regular remedial reading lessons. Even though the control group continued to receive lessons for the rest of the year, Reading Recovery children were still three reading levels above the remedial group average when all children were tested the following fall.

### How does Descubriendo La Lectura compare to Reading Recovery?

Escamilla (1994) reported that Descubriendo La Lectura students scored higher than comparison students on end-of-year measures, that the performance of DLL students improved at a faster rate than their at-risk peers who did not receive DLL, and that DLL students made significantly greater gains than both their average-achieving classmates and the comparison group based on results of the *Woodcock Reading Mastery Test*, the *Metropolitan Achievement Test*, a spelling assessment, and a miscue analysis. Descubriendo La Lectura students not only caught up with their average peers, but surpassed them at statistically significant levels.

***Reading Recovery . . . prevents the unnecessary placement of at-risk children in special education.***

In a Reading Recovery program comparison among English only speakers, DLL, and English language learners, of the 5,273 children, a total of 76 percent of the students in all the programs were discontinued with a mean of 66 lessons delivered (Kelly, Gómez-Valdez, Neal, & Klein, 1995) (see Table 6). These comparable results suggest that Reading Recovery delivered in English can be an effective early intervention for English language learners when instructional support is unavailable in the first language.

### Is Reading Recovery cost-effective?

Evidence indicates that Reading Recovery can reduce costs associated with at-risk students by

**Table 6.** ***Reading Recovery Program Comparison*** (Kelly, Gómez-Valdez, Neal, & Klein, 1995)

| | n | Percent Discontinued | Mean Number of Lessons Delivered |
|---|---|---|---|
| English Only Speakers | 3621 | 74% | 62.76 |
| Descubriendo La Lectura | 243 | 78% | 65.34 |
| English Language Learners | 1409 | 75% | 66.00 |
| TOTAL | 5273 | 76% | |

lowering retention rates and thereby reducing the need for remediation and special education referrals.

Dyer (1992) found that while Reading Recovery requires an initial and ongoing investment, its implementation is educationally sound and reduces the necessity of more commonly used means of intervention. The study concluded that school districts implementing the program will realize significant long-term cost savings through reductions in grade retentions, remedial Title 1 services, and special education placements—savings that can more than offset the short-term costs of implementing and operating the program.

In an analysis of program costs similar to the one reported by Dyer, Swartz (1992) developed a comparison of expenditures for remedial programs and Reading Recovery in the State of California (Table 7). Using average student caseloads and average costs per student provided by the California Department of Education and student service configurations and length-of-stay reported by practitioners, Reading Recovery costs were found to be half of those for Title 1 and retention, and a quarter of those for special education placement. The cost figures and estimates of various program elements were purposefully conservative to ensure that the important focus on program effectiveness was not distracted by inflated cost-effectiveness claims.

### *What is the effect of Reading Recovery on grade retention and special education placement?*

Researchers have also examined Reading Recovery's ability to reduce first grade retentions, the need for further remediation, and the number of students classified as learning disabled, with positive results.

Lyons, Pinnell, and DeFord (1993) documented the experience of a district that reduced its first grade retention rate significantly in the five years following the implementation of Reading Recovery, which resulted in considerable savings.

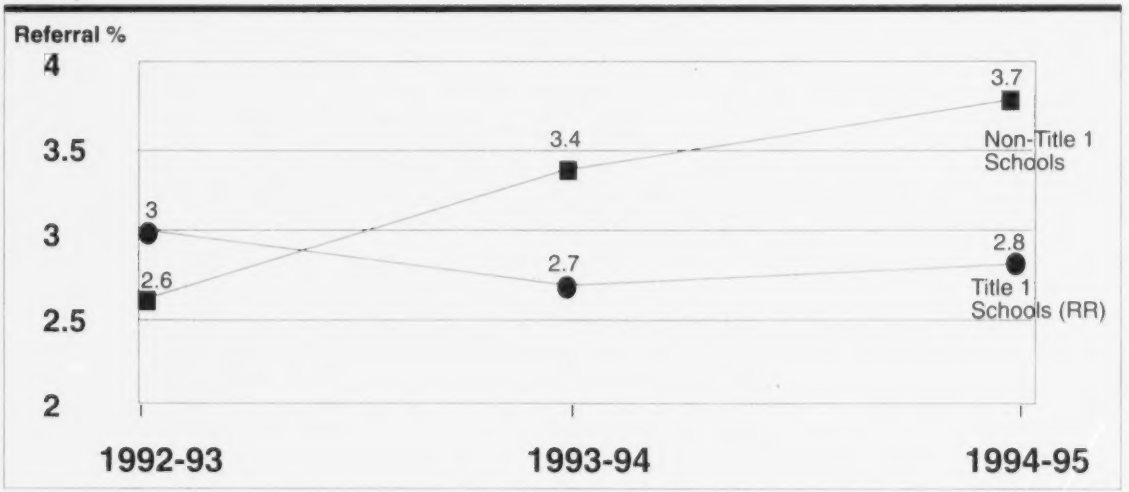
**Table 7.** ***Cost Comparison of Selected Intervention Programs in California*** (Swartz, 1992)

| Program | Students Served Per Day | Minutes Per Day | Length of Stay in Program | Total Cost Per Student |
|---|---|---|---|---|
| Title 1 | 40 | 30 | 3-5 years | $ 4552 |
| Special Education (RSP) | 28 | 90-120 | 5-7 years | $ 9104 |
| Retention | n/a | n/a | 1 year | $ 4598 |
| Reading Recovery | 4 | 30 | 16 weeks | $ 2276 |

Another study found that the first grade retention rate in a school district that had implemented Reading Recovery dropped from 4.3 percent in the three years before implementation to 2.9 percent four years after implementation. It also showed that the district reduced its enrollment in learning disabilities classrooms at the end of first grade from 1.8 percent of the first grade in the three years before full implementation to .64 percent three years after implementation (Lyons & Beaver, 1994).

In a California study (Colton Joint Unified School District, 1996), the number of children referred to special education was reduced in Title 1 schools with Reading Recovery when compared to non-Title 1 schools not using Reading Recovery (see Table 8). Reading Recovery is not assumed to ameliorate a learning disability, rather Reading Recovery is an early intervention that prevents the unnecessary placement of at-risk children in special education (Swartz, 1995).

**Table 8.** ***Referrals to Special Education in Title 1 Schools with Reading Recovery vs. Non-Title 1 Schools not Using Reading Recovery*** (Colton Joint Unified School District, 1996)



# The Reading Recovery Lesson

Reading Recovery teachers use a battery of six measures called the Observation Survey to select the lowest achieving children in their classrooms (see Figure 1). In addition to regular classroom reading instruction, these children receive daily Reading Recovery lessons.

The first two weeks of each child's program are designed to develop the student's strengths. This period, referred to as *roaming around the known*, is comprised of a variety of literature-based activities that build the child's confidence and establish a rapport between teacher and child. The teacher uses this time to learn about the child's ability and build a foundation for the individualized lessons that will follow.

Each lesson includes seven components:

- Rereading familiar books,
- Taking a running record,
- Letter identification and word making and breaking,
- Writing a story,
- Rearranging a cutup story,
- Introducing a new book, and
- Attempting a new book.

During these reading and writing activities, the teacher provides just enough support to help the child develop the effective strategies that independent readers use. This teacher assistance supports the process through which children learn to predict, confirm, and understand what they read. Writing opportunities are essential for developing strategies for hearing sounds in words, representing messages, and for monitoring and checking their own reading and writing.

*Figure 1.*

## Selecting and Evaluating Reading Recovery Children

At the beginning of each academic year, children at risk of reading failure are selected for Reading Recovery using classroom teacher judgement and results from the Observation Survey. Looking across measures, teachers select children who are the lowest achievers. The Observation Survey is also used to evaluate children who receive the program. The following six measures comprise this diagnostic tool:

1) ***Letter Identification:*** Children are asked to identify 54 different characters, including upper and lowercase letters and conventional print for "a" and "g."

2) ***Word Test:*** Children are asked to read a list of 20 words drawn from the words used most frequently in early reading material.

3) ***Concepts about Print:*** Children are asked to perform a variety of tasks during a book reading. These tasks, presented in a standard situation, check on significant concepts about printed language, such as directionality and concept of word.

4) ***Writing Vocabulary:*** Within a 10-minute period, children are asked to write all the words they know. The score on this test is the number of words spelled accurately.

5) ***Dictation Test:*** Testers read a sentence to the children who write the words indicating their ability to analyze the word for sounds.

6) ***Text Reading Level:*** Measures of text reading level are obtained by constructing a gradient of text difficulty, then testing for the highest level read with accuracy of 90 percent or better. Levels are drawn from a basal reading system that is not part of Reading Recovery instruction.

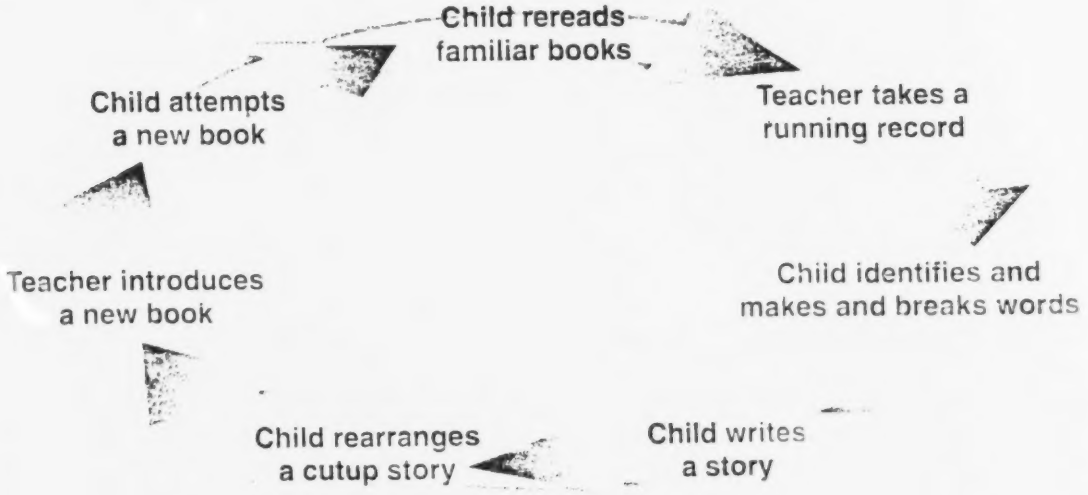
The framework of a Reading Recovery lesson remains fairly consistent from child to child. However, each lesson is unique. The child and teacher have their own interactions which determine the direction each lesson may take. The teacher constantly observes the child's reactions and questions. All will vary based upon the child's responses. Books to be used in the lesson are chosen specifically with each child in mind. Books are selected from a variety of little books from numerous publishers for their appropriateness of natural language, meaning, and level of difficulty.

At the beginning of each lesson the child reads familiar books. These books were introduced in earlier lessons and have been placed in a group specifically for the child to read with ease, confidence, and fluency. Some problem-solving may also occur in this part of the lesson, although the primary focus is to ensure student success with a minimum of teacher assistance. After the familiar book, the child reads a book that was read once the day before. The teacher keeps a detailed running record of the child's behavior for use in selecting the appropriate teaching strategy.

Following the running record, the teacher spends a minute or two helping the child extend his or her letter knowledge and supporting the child in learning how words work by making and breaking one or two words using magnetic letters.

Next the child writes a story. This allows the child the opportunity to observe the connectedness of reading and writing. The child writes independently and is assisted by the teacher in areas where assistance is needed. The teacher's involvement will decline as the child becomes more independent over time. A sentence written

## FRAMEWORK OF LESSONS


Child rereads familiar books
Teacher takes a running record
Child identifies and makes and breaks words
Child writes a story
Child rearranges a cutup story
Teacher introduces a new book
Child attempts a new book



BEST COPY AVAILABLE

by the child is cut up and the child reassembles it using visual information and language structure.

Each day the teacher selects a new book to introduce to the child at the end of each lesson. The child is provided with as much introduction as necessary for the present level of independence. Supported by this introduction, the child reads the text as independently as possible with questions and assistance from the teacher. This book is read the next day independently while the teacher takes a running record of everything the child says and does during the reading. The teacher's role is that of neutral observer in this situation. After the reading, the child and teacher will discuss the strategies the child used to solve problems and detect errors.

## Characteristics of Reading Recovery Lessons

### *Individualized Instruction*

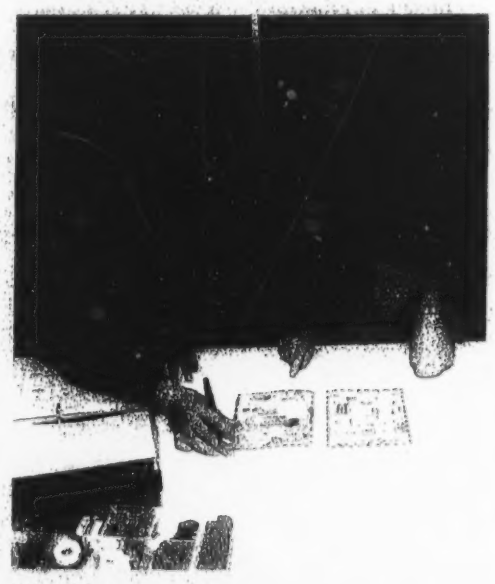
Many early literacy programs try to move children along an artificial literacy continuum by teaching skills that somehow *add up* to good reading and writing. In contrast, Reading Recovery teachers carefully observe each student "as a reader and writer, with particular attention to what the child can do within the processes of reading and writing" (Clay, 1993, p. 7).

By working from a knowledge base unique to each student, Reading Recovery teachers move well beyond the traditional *skill and drill* approach associated with remedial reading programs. Each lesson is different from the others. Books are selected specifically for each child based upon individual strengths or needs. Each child responds in a unique way and the teacher then adjusts the lesson to meet those needs. The flow of the lesson changes in response to the child.

## Thirty Minutes of Reading Recovery . . .

### *Rereading Familiar Books*

**The child is able to read an entire book exhibiting behaviors indicative of good readers. The teacher supports those behaviors through appropriate and well chosen questions or prompts.**



### *Teacher Takes a Running Record*

**The child reads the new book from the previous lesson independently while the teacher notes reading behaviors. The teacher records important information to be used in making instructional decisions, selecting teaching points to be used after the reading.**

### *Letter Identification and Word Making and Breaking*

**Following the running record, the teacher spends a minute or two helping the child extend his letter knowledge and supporting the child in learning how words work by making and breaking one or two words using magnetic letters.**



BEST COPY AVAILABLE

### *Writing a Story*

The child composes a story about a book read or a personal experience. Through joint problem-solving, the child and teacher work together to write the story. The child writes as independently as possible.

### *Rearrange Cutup Story*

After writing the story, one of the sentences is written on a sentence strip and cut up. The child uses knowledge of the sentence to search and monitor for cues while reassembling the story.

### *New Book Introduced and Attempted*

The teacher introduces a new book, providing a framework for the meaning and language structures the child will meet. This book should offer a little more challenge than previous books read in the lesson, but be well within the child's reach.

### *Working with Books and Stories*

Reading Recovery students typically work with an entire book or a complete story, rather than with unconnected sentences or word lists. By reading and writing continuous texts, children learn to use many different aspects of print—including letters, words, sentences, and pictures—to understand complete stories just as successful readers do.

### *Accelerated Learning*

The goal of Reading Recovery is accelerated learning. Children are expected to make faster than average progress so that they can catch up with other children in the class. The majority of Reading Recovery children typically reach an average reading level after 12-20 weeks of daily instruction. During this period, they continue to work in the regular classroom for all but 30 minutes each day.

### *Work from Strengths*

Accelerated learning is possible because Reading Recovery teachers base their instruction on careful observation of what each child already knows about reading and writing. This approach creates efficiency, as the individualized instruction that follows "will work on these strengths and not waste time teaching anything already known" (Clay, 1993, p. 3).

### *Independent Learning*

The goal of Reading Recovery is not just to improve the reading and writing ability of children, but to help them learn how to continue improving on their own, so that later remediation is unnecessary. With the assistance of their Reading Recovery teacher, children learn the strategies that good readers use. Reading Recovery instruction continues until the child has a self-extending system for literacy learning.

BEST COPY AVAILABLE

# Program Implementation

It takes a school district two years to develop a Reading Recovery site: one year to have a qualified member of its staff trained as a teacher leader at a Regional Training Center and during the second year establish a training site and begin training teachers.

### *The Application Process*

To become an approved training site, a school district (or consortium of districts) begins by applying to one of the California Regional Training Centers to have a qualified member of its teaching staff trained as a teacher leader. As part of the application process, prospective sites must secure financial support within the district and obtain the approval of the district superintendent.

The applying district also selects an administrator in the district to assume administrative responsibilities for Reading Recovery. This site coordinator oversees the preparation of the facility, manages the budget, negotiates contracts, and acts as administrative liaison with the Reading Recovery network.

### *The Training Year*

Applicants are selected for the program in the spring, and the yearlong residency program begins the following fall. The teacher leader training is a graduate course taken for credit at one of the Regional Training Centers. The program for teacher leaders includes five components:

1. A graduate-level curriculum consisting of a clinical practicum, a seminar in theory and current research, and supervised fieldwork;
2. The daily teaching of four Reading Recovery students;
3. Field requirements, including assisting with the training of Reading Recovery teachers, conducting colleague visits to observe other class members teaching a Reading Recovery lesson, and visiting other Reading Recovery sites;
4. Preparation for implementing Reading Recovery in their district; and
5. Attendance at a number of professional development activities including the West Coast Reading Recovery Institute.

During the training year, teacher leaders work with their site coordinators to prepare the site for its first year of operation. They inform appropriate groups about the program, prepare the space where the teacher training classes will be held, order materials for teacher training, and assist in the selection of appropriate teachers for the training class.

### *Implementation Year*

Following their training year, teacher leaders and site coordinators work together to maintain the site. Teacher leaders train new teachers, collect data on children served, and prepare an annual site report. They also participate in a variety of continuing contact events and activities, including national conferences and training seminars, in order to further their own professional development. In subsequent years, teacher leaders visit previously trained teachers and conduct continuing contact sessions.

## *Funding Sources*

| | | |
|---|---|---|
| **Special Education (RSP-Resource Specialist Program)** | **Title 1** | **Miller-Unruh (Primary Grades Reading)** |
| **School Improvement Program** | **Mentor Teacher** | **Itinerant Language, Speech, and Hearing** |
| | **Even Start** | |
| **Bilingual Education** | | **Migrant Education** |
| | **Reading Specialist** | |
| **SB 1274 (School Restructuring)** | **General Fund** | **Integration Consent Decree** |
| **Goals 2000** | | **Foundation Grants** |

### *Teacher Training at Reading Recovery Sites*

To implement Reading Recovery at the classroom level in districts where the program has been adopted, qualified teachers enroll in a yearlong academic course taught by a certified teacher leader. This course is offered for graduate credit through one of the Regional Training Centers. Through interactive clinical experiences and theoretical study guided by a teacher leader, teachers learn how to implement all components of a Reading Recovery lesson and to select teaching procedures appropriate for individual students.

Teachers-in-training continue to work full-time in their school districts as they receive instruction in Reading Recovery procedures. The most common arrangement during the training year and subsequent years is for the teacher to spend half a day teaching Reading Recovery students and the second half in other teaching duties.

### *Implementation Models*

Reading Recovery has been implemented in California using a wide variety of models. Reading Recovery teachers are required to spend half a day (two and one-half hours minimum) working one-to-one with children (usually four). The remainder of the day is assigned to various other teaching and support functions. Districts have reported using the following configurations for assignments of teachers:

- Title 1, Miller-Unruh, Reading Specialists, or Special Education Resource Specialist Program (RSP) teachers spend half of their day teaching Reading Recovery and the other half working with individuals or small groups using other instructional strategies.
- Two teachers share a first grade with the same alternating model. A specialist and a teacher share a classroom where one teacher teaches the class and the other uses Reading Recovery with individual children and then they switch roles for the second half of the day.

BEST COPY AVAILABLE

## Key Elements of Reading Recovery

- **Reading Recovery is an early intervention program that supports accelerated learning.**
- **Reading Recovery serves the lowest achieving children.**
- **Reading Recovery is effective with diverse populations.**
- **Children develop a self-extending system of learning to read and write.**
- **Student outcomes are sustained over time.**
- **Reading Recovery teachers serve children as part of their training.**
- **Reading Recovery provides continuous professional support for teachers.**
- **All Reading Recovery teachers, teacher leaders, and trainers work with children daily.**
- **Program success is directly tied to student performance.**
- **Reading Recovery is cost-effective.**
- **Reading Recovery is a not-for-profit program.**

• Kindergarten teachers teach one session and then spend half a day in Reading Recovery.
• Migrant education teachers use Reading Recovery in extended-day sessions.
• Halftime teachers are employed as Reading Recovery teachers.

### *The Costs of Implementation*

The costs of adopting Reading Recovery include those associated with the establishment of a site, as well as ongoing site maintenance. Start-up expenses include training fee, materials, and expenses for the teacher leader-in-training; the installation of a one-way glass at the new site for teacher training; and a portion of the site coordinator's salary during the training year. Following the training year, new sites provide funding for teacher leader salaries, continuing contact for teacher leaders, site staff support, and training materials. For specific information regarding costs, contact the Regional Training Center in your area.



BEST COPY AVAILABLE

### *The Benefits of Implementation*

Implementing Reading Recovery requires a substantial commitment on the part of the district. The integrated nature of the instructional programs for children and educators, the use of quantitative data to measure the results of the intervention on all children served, the strong professional development model—these and the other features of the program simultaneously ensure its effectiveness and demand a high level of support from participating individuals and districts. This level of support is justified by the accelerated growth achieved by Reading Recovery program children and the transformation of teachers who become true change agents in their districts.

### *Key Elements of Reading Recovery*

Reading Recovery has a number of key elements that make the program an important opportunity to reform how we teach young children to read and write.

- Reading Recovery is an early intervention program that supports early literacy. Reading Recovery focuses on early intervention, the benefits of which have been paid lip service for years. Spending the money early before problems begin rather than on later remedial programs or even on incarcerating criminals has been talked about but not seen in public schools. Reading Recovery is designed to concentrate resources on first graders as they begin to read.

  Reading Recovery also supports accelerated learning. Most of our remedial programs consider themselves successful even when some progress is made. Unfortunately, children making only some progress will always be behind their class. Only acceleration can help a child catch up to the average of his peers and allow participation in the regular class program.

- Reading Recovery serves the lowest achieving children. The lowest achieving children in first grade, without exception, are selected to receive the program. None of the historic reasons used to explain non-achievement (e.g., likely referral to special education, lack of parental support) are used to exclude children from the program.

- Reading Recovery is effective with diverse populations. Data collected on program success from different geographical regions (throughout the United States, Australia, Canada, the United Kingdom, and New Zealand) and from various groups of children (those with ethnic, language, or economic differences) are comparable. Preliminary data from the more recently developed Descubriendo La Lectura/Reading Recovery in Spanish are also similar to children receiving the English program.

- Children develop a self-extending system of learning to read and write. Children learn the skills to be independent learners who will just need the support of regular classroom instruction rather than remedial programs.

- Student outcomes are sustained over time. Research on students after program completion has demonstrated continued growth in reading and writing without continued Reading Recovery support or other specific interventions.

- Reading Recovery teachers serve children as part of their training. Teachers in the program learn by doing and use the Reading Recovery lesson framework throughout their training year. Students served by these teachers-in-training show comparable progress to those served by more experienced teachers.

- Reading Recovery provides continuous professional support for teachers. The continuing contact for trained teachers is provided as long as the teacher participates in Reading Recovery.

Unlike other teacher education programs which have little contact with students after the training period, Reading Recovery has ongoing inservice opportunities designed to maintain teaching effectiveness.

• All Reading Recovery teachers, staff developers, and university professors work with children daily. This ongoing teaching of children by personnel at all levels is the practice that is generally credited with maintaining the effectiveness of the training. Professors can relate instruction in the university classroom to a recent event rather than something from the distant past. This novel aspect of Reading Recovery deserves serious examination by other teacher trainers.

## Behind the Glass

Extensive use is made of a one-way glass for training lessons. Once a week during the training year, two teachers each work with one of their children individually behind a one-way glass while the rest of the teachers-in-training observe from the other side of the glass. Guided by the teacher leader, the teachers engage in an intensive discussion of what they are watching. After the lessons, teachers participate in a critique session.

Use of the one-way glass has been proven to be one of the most powerful components of staff development in Reading Recovery.

• Program success is directly tied to student performance. And by implication, success as a Reading Recovery teacher is related to student outcomes. Teachers are accountable for the amount of progress in reading and writing made by children in the program.

• Reading Recovery is cost-effective. Though Reading Recovery is a supplemental program, it remains cost-effective because of its short-term nature. Comparable programs (e.g., Title 1, special education) are much more expensive because they are typically long-term. Studies have also found that referrals to special education have decreased for schools with full implementation of Reading Recovery. Reading Recovery has been found to be both less expensive and more effective. Public school administrators still express concern about the expense of Reading Recovery. The best response is that the problem is a hard one and the solution will be just as hard. Educators have been searching in vain for cheap and easy answers for many years. A less expensive program that serves more children but has limited outcomes (or does not even attempt to measure outcomes) is no bargain.

• Reading Recovery is a not-for-profit program. Unlike a host of other programs offered to the public schools, Reading Recovery has no royalties, sells no materials, and makes no profits. The Reading Recovery name is trademarked only to protect the integrity of the program. This not-for-profit status allows us to promote the program with impunity (Swartz & Klein, 1997)

# What California Program Participants Say

The effects of Reading Recovery extend far beyond the children served. In questionnaires administered to parents, administrators, and classroom teachers, as well as Reading Recovery teachers and students, individual reactions to the program were collected.

### Parents:

"Reading Recovery did wonders for my child. He can read. We will always be grateful."

"I am very thankful for this program. My daughter has made wonderful progress. She now picks up any book and starts to read."

"My son used to call himself stupid. Now he is very proud that he can read."

"Gracias por este bueno programa. Este programa es el mejor programa entre la escuela. Mi hijo aprendió leer."

"I really didn't think my child was going to be able to read until Reading Recovery. He is now one of the best in his class."

### Teachers:

"Children have increased self-esteem and they have become motivated in reading and their other work."

"I have seen tremendous growth in confidence. They use the Reading Recovery strategies in their independent classroom reading."

"Great program. All schools should have it."

"Children who used to be low readers now read anything they can get their hands on. They have learned the skills of reading and the enjoyment of reading."

"Reading Recovery has saved those students who were discouraged and failing."

### Administrators:

"We need to have Reading Recovery in every school in every district in California."

"Our data show that children who have been in Reading Recovery are not retained or placed in special education. That's success!"

"I am truly amazed with the impact on self-esteem and academic progress. Reading Recovery has been one of our best investments."

## Regional Training Centers for Teacher Leaders

Reading Recovery in California
California State University, San Bernardino
School of Education
5500 University Parkway
San Bernardino, CA 92407-2397
(909)880-5646; FAX (909)880-7010
Trainers of Teacher Leaders:
Patricia R. Kelly and Adria F. Klein
Clinical Trainers:
Beverly M. Hoffman and Rebecca E. Shook

Central California Reading Recovery Project
California State University, Fresno
Department of Literacy and Early Education
5310 North Campus Drive
Fresno, CA 93740-0002
(209)278-0223; FAX (209)278-0404
Trainer of Teacher Leaders:
Judith Neal

Northern California Reading Recovery Project
Saint Mary's College
School of Education
P. O. Box 4350
Moraga, CA 94575
(510)631-4690; FAX (510)376-8379
Trainer of Teacher Leaders:
Barbara Schubert
Clinical Trainer:
Beverly M. Hoffman

## Training Sites for Teachers

ALISAL
Kathleen Kitch, Teacher Leader
Kelo Salazar, Site Coordinator
1205 E. Market Street
Salinas, CA 93905-2899
(408)753-5738; FAX (408)753-5758

ARVIN
Doris Salter, Teacher Leader
Jerelle Davis, Site Coordinator
737 Bear Mountain Blvd.
Arvin, CA 93203
(805)854-6524; FAX (805)854-2362

BAKERSFIELD
Paula Cowen, Teacher Leader
Donald Gill, Site Coordinator
3800 Jewett Avenue
Bakersfield, CA 93301
(805)631-5325; FAX (805)325-7137

BARSTOW
Laureen Knutsen, Teacher Leader
Kay Chavez, Site Coordinator
700 Montara Road
Barstow, CA 92311
(619)252-1187; FAX (619)256-1436

BUTTE COUNTY/
MIGRANT EDUCATION
Gail Withrow, Teacher Leader
Ernesto Ruiz, Site Coordinator
2120 Robinson Street
Oroville, CA 95965
(916)822-3270; FAX (916)671-5947

CAJON VALLEY
Leslie Yerington, Teacher Leader
Margene Dean, Site Coordinator
500 W. Madison
El Cajon, CA 92020
(619)588-3139; FAX (619)579-4852

CALIFORNIA STATE UNIVERSITY,
FRESNO
Judith Neal, University Trainer
Irma Renteria, Teacher Leader
Jacques S. Benniga, Site Coordinator
5005 North Maple Avenue
Fresno, CA 93740
(209)278-0223; FAX (209)278-0376

CALIFORNIA STATE UNIVERSITY,
SAN BERNARDINO
Beverly Hoffman, Clinical Trainer
Rebecca Shook, Clinical Trainer
Patricia Kelly, University Trainer
Adria Klein, University Trainer
School of Education
5500 University Parkway
San Bernardino, CA 92407-2397
(909)880-5646; FAX (909)880-7010

CARMICHAEL
Carol Shaw, Teacher Leader
Ann Emanuels, Site Coordinator
6141 Sutter Avenue
Carmichael, CA 95608
(916)575-2421; FAX (916)575-2424

CHULA VISTA
Bengie Jamie-Morgan, Teacher Leader
Nancy Kerwin, Site Coordinator
84 East J Street
Chula Vista, CA 91910
(619)425-9600 x515;
FAX (619)427-0463

CLOVIS UNIFIED
Carolyn Doyel, Teacher Leader
Linda Houser, Site Coordinator
615 West Stuart Avenue
Clovis, CA 93612
(209)297-7000 x2654;
FAX (209)298-4521

COLTON
Betsy Ilgenfritz, Teacher Leader
Angelia Wyles, Site Coordinator
1212 Valencia
Colton, CA 92324
(909)876-6364; FAX (909)876-6346

DEL NORTE COUNTY
Connie R. Gilman, Teacher Leader
Doug Stark, Site Coordinator
301 West Washgton Blvd.
Crescent City, CA 95531
(707)464-6141 x314;
FAX (707)464-0295

DESERT SANDS
Dora Lange, Teacher Leader
Martha Tureen, Site Coordinator
45-100 Clinton Avenue
Indio, CA 92201
(619)775-3840; FAX (619)775-3884

DISCOVERY BAY ELEMENTARY
Janeen Zuniga, Teacher Leader
Susan Smith, Site Coordinator
1700 Willow Lake Road
Byron, CA 94514
(510)634-2150; FAX (510)634-9421

EL CENTRO ELEMENTARY
Rebecca Monroy, Teacher Leader
Odette Grarianne, Site Coordinator
223 South First Street
El Centro, CA 92243
(619)352-6611; FAX (619)352-7237

EMPIRE UNION
Zona Baker, Teacher Leader
Lynn McPeak, Site Coordinator
116 N. McClure Road
Modesto, CA 95357
(209)491-2741; FAX (209)529-3738

EXETER UNIFIED SCHOOL DISTRICT
Georgann Bennett, Teacher Leader
Sara Sturgeon-Jones, Site Coordinator
333 South D Street
Exeter, CA 93221
(209)592-2141; FAX (209)592-5249

FAIRFIELD
Jan Rogers, Teacher Leader
Araceli Cantú-Tong, Site Coordinator
1600 Pennsylvania Avenue
Fairfield, CA 94533
(707)421-3910; FAX (707)421-3932

FONTANA
Micki Antinone, Teacher Leader
Kathy Jeide, Teacher Leader
Trish Weeden, Site Coordinator
9325 Palmetto
Fontana, CA 92335
(909)357-5719; FAX (909)357-5129



BEST COPY AVAILABLE

## Training Sites for Teachers (continued)

FRANKLIN McKINLEY ELEMENTARY
Julie Fowlkes, Teacher Leader
Jay Rowley, Site Coordinator
725 Hellyer Avenue
San Jose, CA 95111
(408)363-5764; FAX (408)363-5761

GARDEN GROVE
Judy Cook, Teacher Leader
Annelle Arthur, Site Coordinator
Post School, 14641 Ward Street
Westminster, CA 92683
(714)839-3248; FAX (714)663-6567

HILMAR
Mary Borba, Teacher Leader
Dave Fliflet, Site Coordinator
7807 Lander Avenue
Hilmar, CA 95324
(209)667-1082; FAX (209)667-9066

LAKE ELSINORE
Elle Robinson, Teacher Leader
Gib Stuve, Site Coordinator
545 Chaney Street
Lake Elsinore, CA 92530
(909)674-0520; FAX (909)245-6709

LEMON GROVE
Toni Senters, Teacher Leader
Connie Fish, Site Coordinator
3900 Violet Steet
La Mesa, CA 91941
(619)589-5648; FAX (619)462-7959

LODI
Karen Best, Teacher Leader
Patty Roman, Teacher Leader
Debbie deGanna, Site Coordinator
1305 E. Vine Street
Lodi, CA 95240
(209)953-7033; FAX (209)331-7961

LONG BEACH
Diana Barris, Teacher Leader
Connie Scott Williams, Teacher Leader
Linda Edwards, Teacher Leader
Cristine Dominguez, Site Coordinator
Christopher Steinhauser, Site Coordinator
1515 Hughes Way
Long Beach, CA 90810
(310)984-5897; FAX (310)997-8301

LOS ANGELES COUNTY OFFICE OF EDUCATION
Marsha Avent, Teacher Leader
Maria Menendez, Teacher Leader
Raquel Mireles, Teacher Leader
Norma Ramirez, Teacher Leader
Dorothy Wheeler, Teacher Leader
Jane Barboza, Teacher Leader / Site Coordinator
9300 Imperial Highway
Downey, CA 90243-2890
(310)922-6443; FAX (310)922-6699

LOS ANGELES UNIFIED SCHOOL DISTRICT (LAUSD)
Geri Herrera, Site Coordinator
450 N. Grand Ave., Room A-307
Los Angeles, CA 90012
(213)625-6444; FAX (213)617-8629

LAUSD – Hyde Park Elementary
Beverly Hoffman, Teacher Leader
Sharon Robinson, Site Coordinator
3140 Hyde Park Blvd.
Los Angeles, CA 90043
(213)971-6346; FAX (213)753-2280

LAUSD – Lemay Elementary
Marge Poe, Teacher Leader
Constance Gibson, Site Coordinator
17520 Van Owen Street
Van Nuys, CA 91406
(818)343-4696; FAX (818)708-0549

LAUSD – Miramonte Elementary
Elizabeth Gonzalez-Chronister, Teacher Leader
Teresa Johnson, Teacher Leader
Eloise Blanton, Site Coordinator
1400 E. 68th Street
Los Angeles, CA 90001
(213)588-0582; FAX (213)582-6736

LAUSD – Plasencia Elementary
Elizabeth Gonzalez-Chronister, Teacher Leader
Anne S. Elder, Site Coordinator
1321 Cortez Street
Los Angeles, CA 90026
(213)250-7450; FAX (213)482-1815

LAUSD – Roscoe Elementary
Marge Poe, Teacher Leader
Ruth Bunyon, Site Coordinator
10765 Strathern Street
Sun Valley, CA 91352
(818)768-0755; FAX (818)504-1597

MADERA
Ruth Beckman, Teacher Leader
Julie O'Kane, Site Coordinator
1902 Howard Road
Madera, CA 93637
(209)675-4500 x320;
FAX (209)675-4528

MANTECA
Vickie Briscoe, Teacher Leader
LaDean A. Talcott, Teacher Leader
Frank W. Purdy, Jr., Site Coordinator
2901 E. Louise Avenue
Manteca, CA 95338
(209)858-3000; FAX (209)825-3308

MERCED
Tina Meyer, Teacher Leader
Judy Doyel, Site Coordinator
444 W. 23rd Street
Merced, CA 95340
(209)385-6376; FAX (209)385-6746

MILPITAS
Cheryl Gray, Teacher Leader
Chris Smith, Site Coordinator
345 Boulder Street
Milpitas, CA 95035
(408)945-2428; FAX (408)945-2479

MODESTO
Deborah Damsen, Teacher Leader
Ed Lee, Site Coordinator
426 Locust Street
Modesto, CA 95351
(209)576-4101; FAX (209)576-4764

MODOC JOINT UNIFIED SCHOOL DISTRICT
Judith A. Edwards, Teacher Leader
Maxine Bigler, Site Coordinator
809 6th Street
Alturas, CA 96101
(916)233-7601; FAX (916)233-4362

MONTEREY PENINSULA
Sharron Frey, Teacher Leader
Adrienne Jensen, Teacher Leader
John Lamb, Site Coordinator
Box 1031
Monterey, CA 93940
(408)649-1580; FAX (408)649-2351



BEST COPY AVAILABLE

## Training Sites for Teachers (continued)

MT. DIABLO
Roger Byland, Teacher Leader
Bennetta McLaughlin, Site Coordinator
611 Pacifica Avenue
Bay Point, CA 94565
(510)458-6101; FAX (510)458-8765

NAPA
Kay Soper, Teacher Leader
Karen Hancox, Site Coordinator
2425 Jefferson Street
Napa, CA 94558
(707)253-3946; FAX (707)253-3947

NATIONAL CITY
Kira Bauman, Teacher Leader
Chris Oram, Site Coordinator
1500 N Avenue
National City, CA 91950
(619)474-6791 x251;
FAX (619)477-5144

NEWARK UNIFIED SCHOOL DIST.
Elaine Geeting, Teacher Leader
Nancy Villarreal, Site Coordinator
361111 Bettencourt Street
Newark, CA 94560
(510)794-2158; FAX (510)791-9203

OAK GROVE ELEMENTARY
Judi Schierling, Teacher Leader
420 Allegan Circle
San Jose, CA 95123
(408)227-4260; FAX (408)224-8564

OAKLAND UNIFIED SCHOOL DIST.
Josie Diaz, Teacher Leader
Virginia Johnson, Teacher Leader
Tom Prince, Teacher Leader
Betty Erbe, Site Coordinator
1025 2nd Avenue
Oakland, CA 94607
(510)879-8171; FAX (510)569-5209

ORANGE COUNTY
Julie Chan, Site Coordinator
200 Kalmus Drive
P. O. Box 9050
Costa Mesa, CA 92628-9050
(714)966-4325; FAX (714)662-3148

ORLAND
Jack Krause, Teacher Leader
Elizabeth Colucci, Site Coordinator
1320 Sixth Street
Orland, CA 95963
(916)865-1245; FAX (916)865-1120

PALO ALTO
Marion J. ODell, Teacher Leader
Barbara Liddell, Site Coordinator
950 Amarillo
Palo Alto, CA 94303
(415)856-8727; FAX (415)852-9447

PARAMOUNT UNIFIED SCHOOL DISTRICT
Kathleen Vaughn, Teacher Leader
Howard Bryan, Site Coordinator
15324 California
Paramount, CA 90723
(310)663-0615; FAX (310)408-2652

PORTERVILLE
Laura Gonzalez, Teacher Leader
Sara Jones, Site Coordinator
1873 W. Mulberry
Porterville, CA 93257
(209)784-0310; FAX (209)781-1403

POWAY
Sharan Gibson, Teacher Leader
Leslie Fausset, Site Coordinator
13626 Twin Peaks
Poway, CA 92064
(619)679-2542; FAX (619)679-2605

REDDING
Susan Sain, Teacher Leader
Cherri Guilfoyle
4411 Mt. Lakes Boulevard
Redding, CA 96003
(916)225-0433; FAX (916)225-0402

RIO LINDA
Linda Lake, Teacher Leader
Beverly Ruby, Teacher Leader
Jake VanRuiten, Site Coordinator
6450 20th Street
Rio Linda, CA 95673
(916)991-1704; FAX (916)991-9695

RIVERSIDE
Gayle Hurt, Teacher Leader
Betsy Schultz, Site Coordinator
Staff Development Center
6401 Lincoln Avenue
Riverside, CA 92506
(909)788-7540; FAX (909)276-2027

ROWLAND HEIGHTS
Ann Fulmer, Teacher Leader
Elaine Ganiko, Site Coordinator
2036 S. Fullerton Road
Rowland Heights, CA 91748
(818)964-3441; FAX (818)964-0931

SAINT MARY'S COLLEGE
Nadine Pedron, Teacher Leader and Site Coordinator
P. O. Box 4350
Moraga, CA 94575
(510)631-4465; FAX (510)376-8379

SAN DIEGO UNIFIED SCHOOL DISTRICT
Ann Fulmer, Teacher Leader
Billie Greene, Teacher Leader
Helena Sabala, Teacher Leader
Adel Nadeau, Site Coordinator
1775 Chatsworth Blvd., Room 193
San Diego, CA 92107
(619)264-6253; (619)266-8990; FAX (619)266-8801

SAN DIEGO COUNTY
Judith Holmes, Teacher Leader
Angie Rose, Teacher Leader
Sandy Williams, Site Coordinator
6401 Linda Vista Road
San Diego, CA 92111
(619)571-7215; FAX (619)576-9712

SAN FRANCISCO
Clorinda Aldrich, Teacher Leader
Mary Boehnlein, Teacher Leader
Barbara Heil, Teacher Leader
Jane Miller, Teacher Leader
Linda Davis, Site Coordinator
The Parkside Center
2550 25th Avenue, Rm. 26
San Francisco, CA 94116
(415)759-2935; FAX (415)759-2981

SAN JOSE
Sandy Plesums, Teacher Leader
Racquel Munoz, Teacher Leader
Virginia McQueen, Site Coordinator
470 E. Jackson Street
San Jose, CA 95112
(408)535-6227; FAX (408)535-2361

SAN LUIS OBISPO
Wayne Brown, Teacher Leader
Kay Emmons, Teacher Leader
Edward Valentine, Site Coordinator
1499 San Luis Drive
San Luis Obispo, CA 93401
(805)528-5606; FAX (805)528-5608



BEST COPY AVAILABLE

## Training Sites for Teachers (continued)

SANTA CRUZ
Bonnie Thurston, Teacher Leader
Andrea Seitz, Site Coordinator
1916 Capitola Road
Santa Cruz, CA 95062
(408)475-2000; FAX (408)475-2638

SELMA
Judith Kelly Carlson, Teacher Leader
Edward N. Marks, Site Coordinator
3036 Thompson Avenue
Selma, CA 93662
(209)896-6500 x207;
FAX (209)896-7147

SONOMA COUNTY
MIGRANT EDUCATION
Carol Christenson, Teacher Leader
Nancy Rogers-Zegarra, Teacher Leader
and Site Coordinator
Sonoma County Office of Education
5340 Skyland Blvd.
Santa Rosa, CA 95403
(707)524-2817; FAX (707)578-0220

SONORA
JoAn Martin, Teacher Leader
Paul Alderete, Site Coordinator
830 Greenley Road
Sonora, CA 95370
(209)532-3159 x2102;
FAX (209)532-4828

TORRANCE
Rebecca Tan, Teacher Leader
Nancy Raiche, Site Coordinator
3420 W. 229th Place
Torrance, CA 90505
(310)533-3212, (310)533-4738;
FAX (310)533-4235

TULARE
Terry Sayre, Teacher Leader
Debbie Parker, Site Coordinator
600 N. Cherry Avenue
Tulare, CA 93274
(209)685-7290; FAX (209)685-7248

VALLEJO
Donna Chin, Teacher Leader
Anita Hayward, Teacher Leader
Linda Lewis, Site Coordinator
415 Daniels Avenue
Vallejo, CA 94590
(707)556-8460; FAX (707)556-8820

VISALIA
Cindy Jacobsen, Teacher Leader
Sue Kleinhas, Teacher Leader
Nancy Moore, Site Coordinator
1200 N. Giddings Street
Visalia, CA 93291
(209)730-7772; FAX (209)730-7721

VISTA
Judy D. Kramer, Teacher Leader
William Luftus, Site Coordinator
1234 Arcadia Avenue
Vista, CA 92084
(619)726-2170;FAX
(619)940-0719

WOODSIDE
Ellen Haas, Teacher Leader
Bruce Thompson, Site Coordinator
3195 Woodside Road
Woodside, CA 94062
(415)851-1571; FAX (415)851-5577
or (415)347-5008

WOODVILLE ELEMENTARY/
MIGRANT EDUCATION
Connie Smith, Teacher Leader
Ron Garcia, Site Coordinator
7000 Doe Avenue Suite B
Visalia, CA 93291
(209)654-3035; FAX (209)651-1701

YUBA CITY
Marlene Barber, Teacher Leader
Marilyn Todd, Teacher Leader
James Ulrey, Site Coordinator
750 Palora Avenue
Yuba City, CA 95991
(916)822-5265; FAX (916)822-5279

YUCAIPA/CALIMESA
Janice Schall, Teacher Leader
Philip Mirci, Site Coordinator
12797 3rd Street
Yucaipa, CA 92373
(909)797-0174; FAX (909)790-6101

## Affiliated Training Site

Reading Recovery in Rural South Texas
South Texas Literacy Foundation
Texas A&M - Kingsville
College of Education, Box 195
Kingsville, TX 78363
Cathy Moore, Project Director
J. Francisco Hidalgo, Site Coordinator
(512)593-2913 or (512)593-3204

BEST COPY AVAILABLE

# References


Allen, A., Dorn, L., & Paynter, S. (1995, Spring). Are the gains made by Reading Recovery students sustained over time? *Reading Recovery of Arkansas Newsletter, 1*(2),7.

Askew, B., Frasier, D., & Griffin, M. (1993). *Reading Recovery report 1992-93* (Tech. Rep. No. 4). Denton: Texas Woman's University.

Clay, M.M. (1979). *The early detection of reading difficulties.* Auckland, New Zealand: Heinemann.

Clay, M.M. (1993). *Reading Recovery: A guidebook for teachers in training.* Auckland, New Zealand: Heinemann.

Cooter, R.B., Jr., & Reutzel, D.R. (1987). Teaching reading skills for mastery. *Academic Therapy, 23,* 127-134.

Dyer, P.C. (1992). Reading Recovery: A cost-effectiveness and educational outcomes analysis. *Spectrum: Journal of Research in Education, 10*(1), 110-119.

Escamilla, K. (1994). Descubriendo La Lectura: An early intervention literacy program in Spanish. *Literacy, Teaching and Learning: An International Journal of Early Literacy, 1*(1), 57-70.

Escamilla, K., & Andrade, A. (1992). Descubriendo La Lectura: An application of Reading Recovery in Spanish. *Education and Urban Society, 24*(2), 212-226.

*Every Child A Reader: The Report of the California Reading Task Force.* (1995). Sacramento: California Department of Education.

Giese, D.H. (1995). *Evaluation of the Reading Recovery Program in the Long Beach Unified School District, year 4—1994-95.* Office of the Assistant Superintendent.

Kelly, P.R., Gómez-Valdez, C., Neal, J., & Klein, A.F. (1995, April 20). *Progress of first and second language learners in an early intervention program.* Paper presented at the American Educational Research Association, San Francisco.

Lyons, C.A. (1994). Reading Recovery and learning disability: Issues, challenges, and implications. *Literacy, Teaching and Learning: An International Journal of Early Literacy, 1*(1), 109-120.

Lyons, C.A., & Beaver, J. (1994). Reducing retention and learning disability placement through Reading Recovery: An educationally sound, cost-effective choice. In R. Allington & S. Walmsley (Eds.), *No Quick Fix.* New York: Teachers College Press.

Lyons, C.A., Pinnell, G.S., & DeFord, D.E. (1993). *Partners in learning: Teachers and children in Reading Recovery.* New York: Teachers College Press.

National Diffusion Network. (1996). *1995-96 discontinuation data* (Research Rep.). Columbus: Reading Recovery National Data Evaluation Center.

O'Brien, K., Swartz, S.L., & Shook, R.E. (1992). *Reading Recovery in California. 1991-92 site report.* San Bernardino: California State University.

Pinnell, G.S. (1989). Reading Recovery: Helping at-risk children learn to read. *The Elementary School Journal, 90*(2), 159-181.

Pinnell, G.S., DeFord, D.E., & Lyons, C.A. (1988). *Reading Recovery: Early intervention for at-risk first graders.* Arlington, VA: Educational Research Service.

Pinnell, G.S., Lyons, C.A., DeFord, D.E., Bryk, A.S., & Seltzer, M. (1994). Comparing instructional models for the literacy education of high-risk first graders. *Reading Research Quarterly, 29*(1), 9-38.

Smith-Burke, M.T., Jaggar, A., & Ashdown, J. (1993). *New York University Reading Recovery project: 1992 follow-up study of second graders* (Research Rep.). New York: New York University.

Swartz, S.L. (1995, February 26). *Early intervention and school restructuring.* Keynote address at the West Coast Reading Recovery Institute, Anaheim.

Swartz, S.L. (1992). *Cost comparison of selected intervention programs in California.* San Bernardino: California State University.

Swartz, S., Kelly, P., Klein, A., Neal, J., Schubert B., Hoffman, B., & Shook, R. (1996). *Reading Recovery in California. 1995-96 site report.* San Bernardino: California State University.

Swartz, S., Kelly, P., Klein, A., Neal, J., Schubert B., Hoffman, B., & Shook, R. (1995). *Reading Recovery in California. 1994-95 site report.* San Bernardino: California State University.

Swartz, S., Kelly, P., Klein, A., Neal, J., Schubert B., Hoffman, B., & Shook, R. (1994). *Reading Recovery in California. 1993-94 site report.* San Bernardino: California State University.

Swartz, S.L., & Klein, A.F. (1994). Reading Recovery: An overview. *Literacy, Teaching and Learning: An International Journal of Early Literacy, 1*(1), 3-7.

Swartz, S.L. & Klein, A.F. (Eds.) (1997). *Research in Reading Recovery.* Portsmouth, NH: Heinemann.

Swartz, S.L., Shook, R.E., & Hoffman, B.M. (1993). *Reading Recovery in California. 1992-93 site report.* San Bernardino: California State University.

Talwar, J., & Hill, S. (1993). *Interim report. Reading Recovery: Halifax, 1989-1992* (Tech. Rep.). Halifax, Nova Scotia: Halifax District School Board.

*Teaching Reading: Reading Program Advisory.* (1996). Sacramento: California State Department of Education.